

Parallel Session 3 Abstracts

Wednesday 10 June 2015

10:45-12:45

3.1 Values in the workplace

Joseph Shosh

Broadway & Beyond: How My Values Guide Inquiry in a First Year University Seminar

Lesley Wood

Developing academic leadership for SoTL (Scholarship of Teaching and Learning): a participatory action learning and action research approach

Mike Walker

Insight Colour Energies as a diagnostic aid in Organisational Development

Dr Joseph Shosh

**Professor and Chair, Department of Education
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**Broadway & Beyond: How My Values Guide Inquiry in a First Year University Seminar**

As a teacher of rhetoric and composition working with first year students in an American university, I attempt to live my values that define inquiry as a mindful and transactional process (Langer, 1997; Rosenblatt, 1995). As we engage in inquiry together, we are called upon to make conscious ontological and epistemological choices through dialogue with one another and with a wide array of texts. As students write to learn, they create their own authentic, critical, and often multimodal responses through what I intend to be educative experiences designed to bridge successfully the gap between secondary school and university (Shafer, 2012; Tierney, 2007; Dewey, 1938/1997). Those students who have already had the opportunity to begin to do so in secondary school are well positioned for success in university and in life as leaders in a democratic society. Those students who have not had the opportunity to begin to do so in secondary school face a paradigm shift in what it means to inquire as they come to know in important new ways. Teachers of writing are teachers of inquiry, which I will define through categories that contribute in overlapping ways to a whole that is ultimately greater than the sum of its parts. In this session, we'll examine classroom data that explore inquiry as I attempt to define it as a mindful and transactional process that calls upon educators to make conscious ontological and epistemological choices through dialogue with one another and with a wide array of texts to create our own authentic, critical, and often multimodal assignments that we intend to bridge the gap between secondary school and university.

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Developing academic leadership for SoTL: a participatory action learning and action research approach

Over last ten years or so, the Scholarship of Teaching and Learning (SoTL) has become a buzz phrase in higher education institutions in South Africa. Yet, although much has been written about it, past approaches to SoTL have been criticized as being conceptually confusing and difficult to implement in a scholarly way. There appears to be scant understanding among academics of how teaching and research can be integrated to generate knowledge to contribute to the scholarship of teaching and learning. This lack of academic leadership around SoTL stems from narrow conceptions of disciplinary research, leading academics to view teaching and research as mutually exclusive activities. In this paper, I argue that SoTL is part of an engaged and integrated scholarship and can be created through a participatory action learning and action research (PALAR) process of professional learning and development that helps academics to conceptualise teaching and research as an integrated, synergistic and complementary process. I present a practical example, drawing on qualitative data generated in two workshops conducted for this purpose, of how participatory action learning and action research can be applied to develop the capacity of academics to contribute to the scholarship of teaching and learning. The evidence presented attests to the meaningfulness of the experience for the participating academics as it helped them to make profound shifts in thinking about their own learning needs and how they could improve relevant student learning. The emergent themes suggest that, although the participants found a PALAR approach to SoTL to be useful, appropriate and motivating, it also necessitated a much-needed shift in how SoTL is positioned and administered in higher education.

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Insight Colour Energies as a diagnostic aid in Organisational Development

As part of our NHS Trust organisational development programme, driven by patient experience data, we have undertaken half-day time-out sessions with whole teams. Part of the programme includes using the Colour Insight Energy tool to help staff gain some understanding of themselves and, as importantly, develop an understanding of team preference dynamics and therefore team strengths and weaknesses. This has had a positive impact on understanding how positive and negative interactions occur between persons, whatever their role.

The concept of good and bad days has also been introduced for each of the energy profiles to give some breadth and depth to each person's personality profile and perhaps enable behaviours to be seen in context. Individual team findings are valuable in their own right and flag to the respective teams where their individual and team preferences lie and in which areas they may need support.

We have carried out extensive analysis of the Insight Colour profiles of a significant number of clinical teams. These profiles show a marked preponderance of strength in 'green' preferences with the positive and negative characteristics that this brings. Reassuringly the 'green' characteristics are mainly 'caring' in type; however the preponderance of green preferences is contrasted by a shortage of strength in other colour preferences that are important for both structure and process and forceful leadership roles. The potential impact to the team/organisation of the interactions will be discussed in the context of good and bad days for the preference profiles.

Organisational profiles such as this are worthy of Trust Board attention and may be a key factor in planning an organisational development programme. We would highlight several key messages from our research, especially the importance of understanding the characteristics of each of the colour profile preferences and the impact that this can have on individual relationships and teams.

In our presentation we explain our work with Insight Colour Energies used as a diagnostic tool and postulate that such profiling may have significant implications for appreciating the dynamics of organisational development.

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3.2 Values, impact and culture

Gill Bishop

Storytelling as pedagogy for management development: what does my research tell me about my own teaching practice?

Paula Jackson

'21st Century Eden': Exploring Utopia

Tracy Hayes

It's not easy being ME!

Gill Bishop

**Head of Programme: Postgraduate Business
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Storytelling as pedagogy for management development: what does my research tell me about my own teaching practice?

In this presentation, I will tell the story of my research journey in supporting full time MBA students in their development to become critically reflective, reflexive practitioners.

Storytelling is widely acknowledged as a form of learning and as a way of understanding the cultures, customs and practices of the organisations in which we work (Boyce, 1996; Fawcett and Fawcett, 2011; Gold, Holman and Thorpe, 2002; Morgan and Dennehy, 1997). In this research, storytelling was adopted as a pedagogical approach and as an assessment process to support full time international postgraduate MBA students in developing the skills of reflection, critical reflection and reflexivity. Through a range of opportunities taken to explore how students engaged in reflective practice (including questionnaires, observation and the use of focus groups), this led to a deeper questioning of my own practices in terms of reflective practice and whether I was meeting the requirements of a reflective practitioner appropriate for teaching the subject.

One of the outcomes of my research was to question my own pedagogy in supporting MBA students to become reflective practitioners. This was partly supported when examining the value of verbal interaction as integral to the development of the skills of reflection (Collin and Karsenti, 2011; Cunliffe, 2002, 2004; Vygotsky, 1962). Reflexivity and the ability to learn from our experience is an essential skill required of managers today operating in a chaotic, complex and fast-changing global work environment. This led me to consider that over-reliance on more traditional classroom-based learning processes may fail to engage participants achieving in the deeper and more critical reflexive skills required of managers today.

In presenting the story of my research journey and the challenges, questions and conclusions created for me by that process, I will seek critical feedback from attendees to help me develop my thinking about how I might further reflect on my experience. In so doing, my intention is to begin the process of theorising my practice so that I can begin to contribute to a growing morally-informed dialogue about the nature of the contribution of Higher Education for social and planetary wellbeing.

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'21st Century Eden': Exploring Utopia

'21st Century Eden' examines how the work of socially engaged, inter-disciplinary artists can affect communities and change cultures. In particular, the session will invite questions and discussion surrounding the issues of cultural utopianism in the 21st Century.

The presentation draws on action research conducted by Jackson during 2014 entitled 'PH1: Artists in Place'. The PH1 project curated artists in long-term residencies outside the context of the art gallery, removing cultural barriers to artistic engagement and inviting both artists and participants to explore the 'relational aesthetic' (Bourriaud, 1998) between them and to think differently about place, culture and self.

'21st Century Eden' focuses on the first PH1 residency by artist John Newling, a pioneer of public art and Emeritus Professor at Nottingham Trent University. Newling was based in a busy city centre square where he engaged hundreds of passers-by in conversations about art and life, in particular how they would build a contemporary Eden and what such a utopia would look like. For Newling, these conversations with the general public became 'a material, like clay, from which [he] could make new works' (Newling, 2014).

Newling used his conversations on social utopianism (Neginsky, 2010) as an artistic tool to explore cultural value. The artist's subsequent analysis of the 206 'York texts' distilled these expressed desires and aspirations into a set of data, which can subsequently be used to make both further artworks or to inform policy. Indeed, the commonality between Newling's aesthetic methodology and the methodology of social research has led in the past to Newling's analyses being used by Government (Newling, 2008). Jackson argues that the '21st Century Eden' data collected is a rich source of 'possibility thinking' (Craft, 2001) within Art and Education.

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**It's not easy being ME!**

Challenging behaviour in children can be really ... well, challenging! Challenging behaviour amongst researchers can be even harder to handle – for their supervisors and colleagues – and for themselves! How do you 'handle' a creative researcher who is reluctant to use academic language, refuses to put away their toys and insists on playing at every opportunity? What about when they influence others, and inspire them to do the same?

I will be exploring what it means to be 'different'. As an example, I wake up with stories in my head as my subconscious mind makes sense of my research findings and experiences, weaving them together through a creative, interpretive process. It is challenging for me to explain this to others and for them to know how to respond. I have been cautiously sharing my stories, expecting to be rebuked as demonstrating non-academic, unsuitable behaviour for a doctoral candidate. That hasn't happened; instead I have been praised for 'testing the boundaries', for being different and staying true to my youth worker values. But what does this actually mean? Some of the questions I will be asking:

- Different from what ...?
- What impact does this have on our work – and on our colleagues?
- Does this approach affect our credibility – is it wise to be 'childish'?
- Will my research be perceived as insignificant if it is communicated in a playful way?

I will also be asking you some key questions for you to consider about yourselves – after all, despite the title, it's not all about me!

- What about you, how different do you think you are? What does that mean for you?

Research has greater impact at every level (personal, social and cultural) when we have the willingness to take risks, to break with the safety of tradition and to creatively be ourselves – but who is that?

Perhaps I'm not being different – I'm just being ME? Let's explore this together ...

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3.3 Values for personal, social and political influence

Pieter H du Toit

The value of self-directedness as virtue in developing scholarly communities of higher education practice

Shanaaz Hoosain

Values for personal, social and political influence

Joan Walton, Margaret Farren and Yvonne Crotty

Transforming research and researchers

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The value of self-directedness as virtue in developing scholarly communities of higher education practice

The rationale for the study reported (NRF grant No 90387) mainly resides in the imperative I have to act as role model for my peers in terms of promoting the development of the scholarship of learning and teaching and the development of practice-based research scholarship within a higher education community of practice. This challenge implies enriching my practice in an innovative and accountable way and promoting the value of self-regulated learning as a virtue which informs the scholarly profile of my peers. This paper reports case studies regarding the educational professional development of academic staff at the University of Pretoria for which I am responsible. The case studies serve as exemplars of education innovation opportunities for higher education practitioners (lecturers) and using action research for practice-based research with a view to promoting quality professional learning – evidence of my influence and impact as scholar and higher education practitioner on the higher education practices of my peers. The focus is on thinking preferences as assets that inform self-regulated learning for professional development within the context of establishing scholarly communities of practice. Asset-based action research is used as a process for professional self-development. In this way colleagues attending informal workshops that I facilitate or who are enrolled in the formal programme that I coordinate, a Postgraduate Certificate in Higher Education (PGCHE), are offered the opportunity to apply the principles of professional self-regulated learning for developing scholarship. The theoretical framework for this study is ‘thinking preferences’ as adapted from Herrmann's work (Herrmann, 1996) which is considered an ontological value-adding phenomenon to any practice-based research. Becoming a scholarly practitioner, as implied by the roles of lecturers is being promoted by means of practice-based research. A mix of research methods is used to obtain quantitative and qualitative data. The outcome of the diagnostic thinking style questionnaire of Herrmann and some qualitative feedback is reported.

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Values for personal, social and political influence

As a slave descendant and a black child growing up under apartheid, values of social justice were instilled in me (see Shell, 2001). This abstract is based on an explorative study in Cape Town, South Africa focusing on the transmission of intergenerational trauma within a slave past (Menzies, 2007). I reflect on the impact that the research process has had on my personal, social and political values and how I have used these values to influence my workplace where I am the only black academic in my team at a traditional white university undergoing transformation.

As a black researcher Chillsa (2012) specifically calls us to reflect on our chosen research methodologies. I therefore chose an indigenous methodology within a postcolonial paradigm given the colonial history of Cape Town. I used Participatory Learning Action techniques to collect data. Collective narrative practice (Denborough, 2013) was used to decolonise my theoretical approach which was intergenerational trauma. Collective narrative practice is based on both Foucault's (1972, 1978) discourse analysis and Freire's (1994) pedagogy of hope. I applied Foucault's counter-memories and counter-histories to critically engage with the research findings to include the 'unofficial' stories of slave descendants into social work discourse where it has largely been ignored. My self-reflection with the support of a clinical psychologist was essential given the subjective nature of the research. My personal values of social justice combined with the impact of the research project have permeated my personal, social and political values. I am therefore currently involved in a research project based on a community engaged model in a rural community where collaborative partnerships are key to promoting social justice. I view myself as a critical scholar who encourages debate of discursive practice in the political arena of higher education in South Africa.

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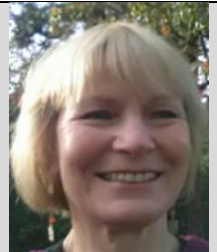
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Transforming research and researchers

As academic researchers in two higher education institutions, we are engaging in a collaborative inquiry into research that is transformative for the researchers as well as for those participating in the research. Although the idea of 'transformative learning' has been widely developed (Mezirow, 2000), the term 'transformative research' has a more recent provenance. Mertens (2009) presented a 'transformative paradigm' as a major influence on contemporary research methodologies. Within this paradigm, she describes a group of approaches, which include feminist, Freirean, participatory, emancipatory and critical theory. She states that she chose the term 'transformative' to emphasise that 'the agency for change rests in the persons in the community working side by side with the researcher toward the goal of social transformation' (p. 8).

As a means of expanding our inquiry, we have co-founded the International Journal for Transformative Research (IJTR), with the aim of encouraging others to think about and contribute to the development of transformative research. The journal has been founded on the belief that professionals in any work setting can research their own values-based practice with transformative outcomes for themselves and others.

The presentation will encourage full participation from those attending. We will be explaining more fully our rationale for the creation of the journal, and inviting the audience to discuss with us their views and experiences of inquiring into their own practices, in ways that have led to a transformative shift in their values, attitudes, beliefs and/or behaviour; or alternatively can give an account of how they have had, or are aiming to have, a transformative influence on individuals, groups, organisations or the wider communities to which they belong. We will be exploring how we can expand our collaborative inquiry and use the journal as a means of tracking and recording our progress.

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3.3 Values, impact and culture

Adrian Klos

How do I develop my theory of healthcare chaplaincy leadership?

Andrew Steele

Hearing other voices in collaborative research: Uses of Learning Histories in inquiry

Annette Webb and Ben Hoyle

How are researchers using technology? What are the influencing factors that encourage the use of digital tools whilst conducting research?

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How do I develop my theory of healthcare chaplaincy leadership?

I am engaged in researching my practice as lead chaplain of a team of hospital chaplains.

As our chaplaincy team develops through the process of dialogue I recognise that my leadership is evolving in the direction of our shared values. The Francis Inquiry into the Mid-Staffordshire Trust highlighted the need for NHS leadership to be renewed and develop a culture that takes its responsibility for developing a skilled and flexible workforce. My concern is for the culture within my team so that we may influence the culture within our workplace. I am beginning to account for the development of my dialogical leadership through researching my practice and accepting responsibility for the impact it has upon our chaplaincy team's culture.

My research focuses on trying to develop a form of leadership that avoids domination and coercion. I am working with critical friends within our team and from across the chaplaincy sector and asking how I can create an environment of shared values that promotes generative transformation of our practice as a chaplaincy team in keeping with our individual calling as healthcare chaplains.

In promoting transformative practice I invite critique and encourage transparency as I believe this develops a culture where dialogue can become a normal part of our communicating, influencing my team to explore and develop our chaplaincy practice in the direction of our values. In researching my own practice I am exploring my behaviours as leader of our chaplaincy team and assessing them against my values; highlighting my commitment to collaborative working and looking out for instances where I may be contradicting my values. This reflection and critique provides an opportunity for transformative action in dialogue with my colleagues.

Leadership within my context is informed by the process of discovering, in dialogue, those elements that can help to create meaning from within what Schön (1983) terms the 'swampy lowlands' of practice-based forms of research. These elements are offered in relationship with others to develop the chaplaincy service within our Trust.

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Hearing other voices in collaborative research: Uses of Learning Histories in inquiry

Learning Histories offer a developed method for raising key issues and in particular for the transfer of knowledge within an organisation or network of individuals. I am using a Learning Histories approach to capture the contributions of the communities of practice in the global South within which I work. The intention is to provide a resource to develop our shared practice and provide a basis for our organisational projects to be self-sustaining in the future.

I am building upon the method's ability to encourage community ownership which will assist the transfer of knowledge generated within the project as a whole (Amidon, 2008; Roth & Bradbury, 2008).

Learning History is a research and reflection method developed to help organisations learn from their own learning and change efforts. Developed by Kleiner & Roth (1996, 1997) at the Massachusetts Institute of Technology, the approach attempts to foreground multiple and sometimes divergent voices in an organisation to present what Van Maanen (1988) calls a 'jointly-told tale'. The Learning History is specifically designed to help organisations become more aware of their own learning and change efforts and is noteworthy for its unusual presentational format.

At first sight, the Learning Histories approach can appear to be little more than a case study using action research approaches. Although this may be a useful analogy, it is not a new concept but rather a familiar use of community storytelling giving participants a voice that a case study may often not (Kleiner and Roth, 1997).

Learning Histories enable change by placing the inquiry before the participants and their wider network of practitioners (Kleiner & Roth, 1996). The researcher and participants tell the story together each contributing their own perspective and reflection building the knowledge gained in the learning process. The process allows participants to develop new insights as they go along through the telling of their own experiences and looking back upon them.

The paper will present lessons learned from the use of the method and point to uses in other research contexts.

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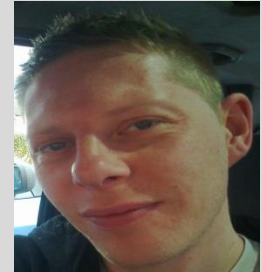
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How are researchers using technology? What are the influencing factors that encourage the use of digital tools whilst conducting research?

Researchers are surrounded by technology whether they like it or not. NVivo is the CAQDAS (Computer Assisted Qualitative Data Analysis Software), available at York St John University to staff and students undertaking qualitative research. However, the numbers of users taking up the opportunity are low. Why is this the case?

As both a digital trainer in H.E. supporting students and a postgraduate researcher undertaking a Master's degree I explored the experiences of researchers at York St John and through doing so also gained insights into the student experience. I undertook a qualitative study exploring the issues surrounding participants' engagement with data analysis software and an investigation into the effectiveness of an online package. Funding was secured from the 'student as researchers' scheme and an undergraduate student brought their own experience to the study by providing support with input and analysis of data using NVivo. Issues considered were researchers' creativity, experiences and the realisation that software does not necessarily 'do the work for you.' I conducted online interviews via email to record the conversation between myself in the role as researcher and participants undertaking active research. Emerging themes raised interesting questions around what kind of digital support was necessary for post-graduate qualitative researchers using technology in their learning and teaching.

This presentation will outline the research process including our reflections, discuss key findings and highlight recommendations, particularly those relevant to the Value and Virtue audience. There will be opportunity to ask questions, discuss findings, and identify future ways of supporting researchers with technology.